

QUARTERLY REPORT
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EDUCATION POLICY AND INSTITUTIONAL ADVISOR

September – December 2000

Basic Education and Policy Support (BEPS) Activity

United States Agency for International Development
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Creative Associates International, Inc., Prime Contractor

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GLOSSARY

AED	- Academy for Educational Development
BEPS	- Basic Education & Policy Support
BOG	- Board of Governors
CCT	- Coordinating Center Tutors
CE/TE	- Commissioner of Education/teacher Education Department
CPD	- Continuous Professional Development
DEO	- District Education Officer
DE/MOES	- Director of Education/ Ministry of Education & Sports
DHS	- Demographic Health Survey
DIS	- District Inspector of Schools
DP	- Deputy Principal
EIC	- Equity in the Classroom
EMIS	- Education Management & Information Systems
EPD	- Education Planning Department
EPIA	- Education Policy and Institutional Advisor
EPRC	- Education Policy Review Commission
ESC	- Education Service Commission
ESCC	- Education Sector Consultative Committee
ESIP	- Education Strategic Investment Plan
FA	- Funding Agencies
GOU	- Government of Uganda
HOP	- Head of Programme
HT	- Head Teacher
ITEK	- Institute of Teacher Education Kyambogo
JICA	- Japanese International Co-operation Agency
LC	- Local Councilor
MOES	- Ministry of Education & Sports
NGO	- Non Governmental Organization
NTC	- National Teacher's College
O/DP	- Outreach/Deputy Principal
PCV	- Peace Corps Volunteer
P/DP	- Pre-Service Deputy Principal
P/PE	- Pre-primary and Primary Department
PTC	- Primary Teacher College
PTE	- Primary Teacher Education
SMC	- School Management Committee
SOW	- Scope of Work
SUPER	- Support for Uganda Primary Education Reform
TDMS	- Teacher Development Management Systems
TDMP	- Teacher Development Management Plan
TOF	- Training of Facilitators
UBOS	- Uganda Bureau of Statistics
UPE	- Universal Primary Education
USAID	- United States Agency for International Development

BASIC EDUCATION AND POLICY SUPPORT (BEPS) ACTIVITY

Quarterly Performance Report: 1 September - 31 December, 2000

Contractor: Creative Associates International, Inc.
Contract # : BEPS/Uganda Project # 748-05
Position: Education Policy and Institutional Advisor
Reporting Period: 1 September - 31 December, 2000

1. INTRODUCTION

This report has been prepared by the Education Policy and Institutional Advisor and is submitted as a second quarterly report, which covers the period 1 September - 31 December, 2000. The report is organized into four major sections: Introduction, which includes the background and scope of work; Second Quarter Progress & Accomplishments; Challenges & Emerging Issues; and Plans for the Next Quarter.

1.1 BACKGROUND

The overall purpose of the Basic Education and Policy Support (BEPS) Activity is to assist developing and newly independent nations to improve the quality, access, management, and effectiveness of their educational systems, particularly basic education. The project goals are to:

- Improve the quality, efficiency, access, and equity of education, particularly basic education
- Support educational policy dialogue and reform
- Carry out restorative and beneficially additive basic education, educational policy and planning activities in crisis countries.

The main goal of the Education Policy and Institutional Advisor (EPIA) is to contribute to the improvement of quality basic education in Uganda, while preserving and increasing the level of access and persistence. The specific tasks to be achieved by the advisor are provided in the next section entitled, scope of work.

1.2 SCOPE OF WORK:

The specific tasks of the EPIA are listed below:

- Extend the Teacher Development Management System [TDMS] to eight Primary Teachers Colleges (PTCs) and complete nationwide implementation of TDMS. *
- Monitor the impact of TDMS by routinely visiting the field.
- Design an assessment of Continuous Professional Development (CPD).
- Strengthen linkages between the PTCs and their respective districts at the local government.
- Train facilitators to train District Management Committees, Head Teachers, SMCs, and local council in local school management.
- Work with staff in P/PE Department of Ministry to promote and assess new approaches to Universal Primary Education (UPE), for example Multi-grade teaching.
- Collaborate with Education Planning Department (EPD) on the local committees for the Demographic and Household Survey (DHS). **
- Support the timely and efficient collection, publication, and dissemination of education management information system (EMIS) data. **
- Design and improve teacher training materials and examination policy by working continuously with the Institute for Teacher Education in Kyambogo [ITEK].
- Submit quarterly and annual reports on progress and activities completed.

* Events in the country have overtaken this task. There are to be four new Core PTCs in the next term. The EPIA has been delegated the task by the MOES to work with these new PTCs to upgrade them.

** As discussed previously, with the BEPS Coordinator, these two tasks are dependent on other ministries, and external donors. This dependency causes delays; therefore the EPIA's collaboration is constrained.

2. ACCOMPLISHMENTS AND PROGRESS IN SECOND QUARTER

In this section the specific tasks of the EPIA as per the scope of work, are addressed with regard to the accomplishments and progress in the second quarter.

2.1 TDMS Expansion to 8 PTCs

Goal :

Extend the Teacher Development Management System [TDMS] to eight Primary Teachers Colleges (PTCs) and complete nationwide implementation of TDMS.

Objectives:

- Staff establishment to be expanded
- Administration to be reshuffled and trained
- PTC development plans designed
- PTC to institutionalize TDMS activities

Activities Undertaken:

During this quarter, the EPIA has worked collaboratively with the MOES departments and the PTCs, in the institutionalization of TDMS components. The activities undertaken by the EPIA are listed below:

- Hand –over report reviewed with new staff
- New staff introduced to the district officials in joint meeting with EPIA
- Familiarization tour reports of the catchment areas by new staff
- Attending and participating in the meetings for administrator’s planning.
- Residential preparation for the PTE in-service students
- Guidelines on Institutional profiles and development plans prepared and presented by EPIA
- Creating Linkages and partnerships with NGOs.

Achievements:

- 2.1.1 The EPIA was actively involved in the residential preparation for the PTE in-service students – schedules were reviewed and feedback provided on the remediation and revision areas. Video Vignettes were viewed, and editing recommendations were provided. The EPIA worked with the ITEK staff on finalizing the National TOF workplan.
- 2.1.2 Guidelines on institutional profiles and development plans were prepared and presented by EPIA to the CE/TE. This activity involved all PTCs and NTCs. To date, approximately 15 of the 45 PTCs have been individually interviewed and advised on the task by the EPIA. These institutions are Nakaseke, Kabulasoke,

Arua, Soroti, Moroto, Bushenyi, Shimoni, Bishop Willis, Bishop Stuart, Kabale-Bukinda, Ladonga, St Aloysius, Gulu, Mukuju, and Nyondo PTCs respectively.

- 2.1.3 The EPIA during the course of the last quarter visited the eight PTCs listed below. The achievements are based upon the specific activities listed.

TABLE 1: ACHIEVEMENTS AT PTCs

PTCs	ACHIEVEMENTS AT PTC LEVEL
1. Shimoni	Shimoni PTC has a complete reshuffle of 2 HOPs, P/DP, and O/DP. The EPIA has spent intensive time on management capacity building with the new incoming acting-O/DP. EPI Advisor held staff meetings to follow-up on the implementation of national training skills with tutors.
2. Bishop Willis	Bishop Willis is a phase V PTC. All of the top administrators have been reshuffled with a new Principal; P/DP, and O/DP. The EPIA has spent intensive time on management capacity building with the new incoming Administrators. Recommendations were made on team building, familiarization visits, and district collaboration strategies. The Principal and P/DP are both new to the TDMS system and would require further intensive follow up.
3. Nyondo	Nyondo PTC has almost a complete reshuffle of all the top administrators with a new Principal; 1 HOP; and O/DP. The EPIA has spent intensive time on management capacity building with the new incoming Administrators. Emphasis has been set on Financial Management and staff development issues. Meetings held to follow-up the recommendations made on prior monitoring visits.
4. Mukuju	Mukuju PTC has a complete reshuffle of all the top administrators with a new Principal; P/DP, and O/DP. The EPI Advisor has spent intensive time on management capacity building with the new incoming Administrators. Emphasis has been set on hand-over reports and record keeping, and pre-service staff development issues. Administrator meetings have been attended to support the new staff and encourage collaboration with the three districts--Pallisa, Tororo, and Busia.
5. Nakaseke	Nakaseke PTC has received two new Deputies. The institution has also begun its pre-service programme. The issues of pre-service staff establishments and staff development were reviewed. Advisor has reviewed the minimum performance standards that were set by the staff members. TDMS expansion to Nakasongola district for a second intake of students has been planned, and tentative plans for this expansion have been reviewed.

6. Kabulasoke	Kabulasoke PTC has a complete reshuffle of all the top administrators with a new Principal; P/DP, and O/DP. The EPIA has spent intensive time on management capacity building with the new incoming Administrators. The institution has also begun its Pre-service programme. The issues of pre-service staff establishments and staff development were reviewed. The administrators have conducted staff seminars over this quarter and the Advisor attended these.
7. Bishop Stuart	Bishop Stuart PTC had just one staff change, with a new P/DP deployed. During this quarter, emphasis has been placed on outreach monitoring and strengthening the CCTs activities in the field. The EPIA has focused on the building of capacity with the DPs, with an emphasis on planning and staff supervision.
8. Kabale	Kabale Bukinda PTC is among the few PTCs that have not had a staff change. The current staff was met to assist them on planning the joint Inter-PTC staff development seminar. This involved a study tour to Bishop Stuart PTC and the activity was a good success with the pre-service staff collaborating for the first time. Activities of this nature need to be adopted by other institutions.

***2.1.4 Creating Linkages and Partnerships with NGOs and Other Donors, to Expand TDMS Activities:**

On the request of the DE/MOES, the EPIA participates in collaborative meetings with NGOs, donors, and other stakeholders.

JICA:

A series of meetings was held with the Japanese regional representative to map out areas of collaboration with the basic education sector of the MOES. The JICA team joined the EPIA in the field to monitor the reform activities in the Kampala and Mukono district areas. The intent is for JICA to sponsor two volunteers in the new year. Furthermore, JICA is to embark on a construction plan for more primary school infrastructure development.

Peace Corps –USA:

Peace Corps activities have returned to Uganda, and the EPIA has been collaborating with the Director and her associates in resurrecting their activities in basic education. The EPIA coordinated a series of consultative meetings at the MOES and in the field. A team of 20 PCVs is expected next year, and the site scouting exercise was done with the Associate Director of Peace Corps. The joint team of Peace Corps Associate Director, EPIA, and MOES officials were in the field and visited the following PTCs: Shimoni, Bishop Willis, Mukuju, Nyondo, Kabulasoke, and Nakaseke PTCs. During the course of the next term, collaboration will be intensified at the training of the PCVs.

2.2 TDMS Monitoring***Goal:***

Monitor the impact of TDMS by routinely visiting the field

Objectives:

- HT management training exam results analyzed
- Supervise the new pre-service wings at PTCs
- Monitor the settlement of new staff
- Monitoring start-up and closure of the school term
- PTC, CCTs, and District officials supervised

Activities Undertaken:

- ITEK results on HT examinations reviewed
- Three PTCs visited to monitor the staff in pre-service programmes
- Field monitoring conducted in all PTCs
- The first week of school was monitored

Achievements:

In order to assess the impact of the Reform activities, 50 percent of the EPIA's time is dedicated to monitoring and supervision. In addition, the PTCs in phases IV & V need the professional and technical support to institutionalize the TDMS activities. Furthermore, the CCT activities at the CCs are monitored. In order to develop sustainable mechanisms for the reform activities, intense work is needed at the district level, which is planned for the next quarter.

The section above [2.1] details the PTC status on TDMS activities. The three PTCs of Kabulasoke, Nakaseke, and Mukuju were operating their pre-service wings for the first time this quarter. In analyzing their performance it was apparent that the pre-service tutors require much capacity building and management training. This will be emphasized next quarter.

From the monitoring of the start-up of the term, the EPIA found that there continues to be schools that have a slow start-up. This is noted in the poor pupil turn up in week 1 of the term; teachers reporting late in the week, and the lack of administration readiness. This was more apparent in Phase II and III areas than in Phase IV and V catchment areas. The link between HTs on course in Phases IV and V and the better performance of their schools demonstrates that the districts need to follow-up on HTs to implement their training.

2.3 CPD Assessment

Goal:

Design an assessment of Continuous Professional Development (CPD)

Objectives:

- Design of an appropriate tool for assessment
- Engage PTCs in the setting of minimum performance standards
- Hold meetings with the CCTs to familiarize them on the tool and process
- Join the assessment teams on field trips to sample CCTs in each of the eight PTCs

Activities Undertaken:

- Draft sample of an assessment tool for CPDs was designed by the EPIA
- All PTCs were briefed on this and requested to adapt the draft tool to suit their respective PTC context and catchment areas.
- During monitoring visits to the field, the EPIA has provided feedback to each PTC on their adopted assessment tools.

Achievements:

It is encouraging to note that all the PTCs have positively responded to this task. At this point, all PTCs have an assessment tool for CPDs. The administrators have trained their CCTs on the use of the tool. CCTs are required to provide feedback to the PTCs using the new tools.

Once the new term begins in February, the focus will be for joint assessment teams to make field trips to sample CCTs in each of the eight PTCs and follow-up on the implementation of the assessment tools. The ultimate, long term goal would be to note the impact in the classroom, of all CPD sessions carried out by CCTs.

The EPIA's task in this regard will be completed once the PTCs have submitted their final reports to the MOES. At this point, the success of the exercise will be assessed by the EPIA. This is expected to take place at the end of the next quarter, April 2001.

2.4 PTC and District Linkages

Goal:

Strengthen linkages between the PTCs and their respective districts at the local government.

Objectives:

- PTC and District planning meetings for institutionalizing TDMS activities
- Joint monitoring by PTC staff and District officials
- District officials attending staff development sessions at PTCs
- Review meetings at the end of a quarter to assess impact, progress, and bottlenecks

Activities Undertaken:

- Sample districts were visited to monitor the TDMS activities:
- PTC administrators were interviewed and assessments made on the level of interaction with the districts
- EPIA participated in joint planning meetings and made recommendations to the respective teams
- Reports and documents were reviewed on joint activities embarked on by PTCs and district administrators

Achievements:

The following districts were visited to monitor the TDMS activities: Luweero, Iganga, Mbale, Tororo, Pallisa, Nakasongola, Mukono, Kampala, Mpigi, Mitayana, Mbarara, and Kabale. The reform activities are beginning to take root in most of the above areas.

All the new staff deployed to PTCs in November 2000 have had joint management meetings with their respective DEOs and LC officials. In addition, in some cases, as was in Mbale and Mukono, the DIS joined the staff on their familiarization tours with the EPIA. This collaboration with district and PTC staff is a marked improvement and it is intended that other districts model their interaction on these examples.

During the recent conference on TDMS progress, which concentrated on the National TDMS evaluation reporting, all district officials, Local Councilors, and their respective PTC staff participated. Each group had to review their

performance within the national perspective and measure their achievements. The EPIA participated as a chairperson for one of the working group activities in addition to attending sessions.

The table below illustrates the PTCs and the joint activities embarked on in specific districts. The data are derived from a synthesis of a number of activities that the EPIA was involved in, including field monitoring, document review, and interviews with stakeholders.

TABLE 2: PTC/ DISTRICT JOINT ACTIVITIES

<i>PTC</i>	<i>JOINT ACTIVITIES</i>	<i>COMMENT</i>
<i>SHIMONI</i>	<ul style="list-style-type: none"> -DIS s from Kampala and Mukono participated in the residentials -Mukono district attended all the multigrade activities initiated by the PTC pilot. - District officials attended the PTC staff meetings - Kampala district officials conducted a massive joint supervision of all teachers in two counties, with PTC admin, CCTs, and inspectors. 	<p><i>Mpigi district has not displayed the same level of collaboration as the other two districts.</i></p> <p><i>Follow-up shows that the Mpigi district plays a more active role in Kabulasoke than in Shimoni, given the distances.</i></p>
<i>KABALE</i>	<ul style="list-style-type: none"> -Participation in the residentials by the District officials from Rukungiri and Kisoro - District officials participated in the meeting held with HTs & CCTs in Kabale. 	<p><i>Kabale district is yet to support the CCTs and join in more actively with the PTC organized activities.</i></p>
<i>NYONDO</i>	<ul style="list-style-type: none"> -Districts officials from Mbale participated in the residentials. - DEOs from Mbale and Kapachorwa attended the PTC staff meetings - District officials participated in the financial management meeting held by the new administrators. 	<p><i>Both districts have a satisfactory level of cooperation with the PTC</i></p> <p><i>- Kapachorwa district made specific requests for CCT reshuffle due</i></p>

		<i>to under-performance.</i>
NAKASEKE	<ul style="list-style-type: none"> - Nakasongola and Mukono DISs have been very active in all PTC-based activities - this covers providing staff support in the field, attending reform CPD sessions, visiting staff meetings, and monitoring in the field. Luweero district tends to be supportive. 	<i>The district administrators of Mpigi have seldom attended activities</i>
MOROTO	<ul style="list-style-type: none"> -DIS s from Moroto and Kotido participated in the residentials -New DP has been met by both district and LC officials - Moroto District officials attended the PTC staff meetings - Kotido district officials conducted a massive joint supervision of all teachers, with PTC admin, CCTs, and inspectors. - District staff and HTs assisted in the final school practice of the 2nd year students of the PTC 	<i>Both districts have a satisfactory level of cooperation with the PTC</i>
KABULASOKE	<ul style="list-style-type: none"> Participation in the inauguration of the new BOG by the District officials from Mpigi and Mubende - District officials participated in the meeting held with HTs and CCTs in Mpigi 	<i>Kabarole, Sembabule, and Mbarara seldom attend the PTC activities, due to the vast distances to commute. Rationalization of boundaries is essential</i>
BISHOP STUART	The main area of collaboration in the past term has been in CPD sessions at the Mbarara district head quarters.	<i>The districts of Ntungamo and Mbarara ,have seldom attended</i>

		<i>activities for the last quarter.</i>
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2.5 Training of Facilitators

Goal:

Train facilitators to train District Management Committees, Head Teachers, SMCs, and local council in local school management.

Objectives:

- Participate in planning and organization of residential training
- Facilitation at trainings
- Attending national training courses
- Monitoring of implementation of skills

Activities Undertaken:

- Review the residential programmes of the PTC
- Development of the National schedule
- Organization of Monitoring schedules
- Participation at national trainings of district personnel

Achievements:

The National TOF is a regular activity that is scheduled quarterly. These are residential trainings of the Core PTC administrators and selected district officials. These activities are coordinated by the CE/TE and ITEK, and the EPIA actively participates in the planning and the facilitation of sessions. The TOF prepares the administrators for the residential activities at their respective PTCs.

During the last quarter, the major activity undertaken by MOES was the massive recruitment launch at which all district and local council officials were present. The EPIA serves on the National Task Force for teacher recruitment. In addition, the PTC administrators and the district and local council officials were involved in the TDMS Evaluation workshop. These stakeholders worked collaboratively to plan on strategies to address the way forward to implement the recommendations made by the evaluation team.

The training and monitoring of the School Management Committees has not yet been implemented. The cabinet has asked for legal clarifications, and these SMC activities are pending these clarifications. There is no timeframe set for a response on this and therefore this activity is not planned for next term. It will be re-addressed in the second quarter of 2001.

2.6 Multi-grade Teaching

Goal:

Work with staff in P/PE Department of MOES to promote and assess new approaches to Universal Primary Education (UPE), for example Multi-grade teaching

Objectives:

- Review of documentation
- Attending all preparatory meetings
- Review of learning guides
- Participate in all Task Force sessions
- Systematization and follow-up on issues

Activities Undertaken:

- Learning guides for P3 & P4 have been developed in 4 out of 6 subjects
- Capacity building with Shimoni PTC on Launch of Multi-grade teaching
- Facilitation at TOF on Multi-grade teaching
- Follow-up on the task force activities w.r.t. planning and developing work schedules for the term.

Achievements:

This term has seen some positive developments in the popularization and marketing of the components of Multi-grade teaching. This is being piloted in the Shimoni Core PTC catchment areas under the guidance of the EPIA. Thus far, the district leadership and the Local Government have been rather supportive. The community mobilization activities, for which the EPIA was a facilitator, have been completed. The areas of focus for the teachers, which have been monitored by the EPIA, have been on the following areas:

- Setting up learning corners
- Developing learning /teaching materials
- Pupil governance
- Collaboration with parents
- Developing joint action plans for school and district

2.7 DHS EdData

Goal:

Collaborate with Education Planning Department (EPD) on the local committee for the Demographic and Household Survey (DHS)

Objectives:

- Integrate an education component to the DHS survey
- Participate on the Advisory board
- Collaborate with consultative teams on a needs basis

Activities Undertaken:

- Workshop attended at which the pilot training of facilitators was conducted.
- Meetings with consultants during this quarter.
- UBOS document review

Achievements:

The EPIA has achieved all the above activities. The consultants met were Kristi Fair and Kim Bolyard, and the focus was on the education reform update. The pilot is now underway, and the EPIA will review the report on its completion. It is envisioned that this collaboration will continue into the next year.

2.8 EMIS Start-Up

Goal:

Support the timely and efficient collection, publication and dissemination of education management information system (EMIS) data.

Challenge:

This item in the SOW is out of the central activities of the EPIA and totally dependent on extraneous factors. The issue has been raised before the start-up of the contract. The EMIS in Uganda is seriously delayed in its initiation, with little progress made in the procurement of computers for the districts. Since the October ESIP Review there is now increasing pressure on the inter-ministerial task force to speed up this process.

3. CHALLENGES AND EMERGING ISSUES

3.1 TDMS Implementation Issues

Issues for the Attention of the MOES:

- Issues related to the cost-sharing component of the second intake of PTE students and HTs into the TDMS training needs to be resolved. These decisions are imperative given that the ITEK schedule for examination cycles has to be adhered to.
- The Induction Course for the newly recruited S4 & S6 “teachers on trial” cannot be conducted in January as originally planned. This is constrained by the delays in the feedback about the numbers of teachers, from the districts. The training will therefore be rescheduled.
- Consideration needs to be given to the reinstating of the HOPs in the Core PTCs. In view of the training of the 30,000 teachers to be recruited and the TDMS system to be utilized as the training modality, these HOPs would be required to provide quality training and support to the new recruits. This issue was also supported in the external evaluation report on TDMS.
- The rationalization of the PTC and CC boundaries becomes imperative in light of the creation of the five new Core PTCs, approved by cabinet. In order for there to be equitable distribution of CCs per district and PTC there should be rationalization of boundaries. In addition, in order to improve on quality of CCT supervision coverage of schools and professional support to teachers, the larger CCs with schools in excess of 20 should be divided. This needs to be addressed, prior to the outreach activities being initiated in the new Core PTCs.
- Current emphasis has been on addressing teacher wastage and poor performance. There needs to be urgent redeployment of tutors to PTCs. In attempting to improve the quality of PTC trainings and face-to-face teaching, there needs to be staff development of all tutors and intensification of supervision and monitoring at all levels. In addition, the ESC validation exercise needs to be reinitiated and efficiently executed.
- Delays in the procurement and distribution of equipment and vehicles to PTCs further constrains the effective operations of TDMS. PTCs in Phases III, IV, and V have not as yet received all the motorbikes for the CCTs, or typewriters and computers for the PTCs. Follow-up on this is required.

3.2 Changed Context of EPIA: SOW

Issues and Additional Tasks for the Attention of BEPS:

- Five new Core PTCs are to be created as a phase VI activity for the year 2001. This involves intensive support, capacity building, and training of the new staff. The EPIA's role is therefore expanded to include these new initiatives by the MOES.
- Focus is now on upgrading the standards in all 45 PTCs nationally. The EPIA in conjunction with the IOD Advisor are required to be active in the management training and institutional support to the PTC administrators. Work has started on the development of guidelines for the development plans and for the institutional profiles. An orientation course for the PTC administrators is planned for next term.
- The EPIA currently serves on the Massive Teacher Recruitment task force. Tracking of the District recruitment figures and analysis of the data will be done by the EPIA next term.
- Due to the EBOLA disease outbreak in some districts of Uganda, there have been travel restrictions on the USAID contractors. In addition to this, the insurgency and insecurity in some regions of the country have constrained monitoring and field activity. The EPIA has had to modify the up-country work schedules given these developments. In addition, the EPIA has made efforts to meet the PTC staff at nearer available access points, e.g., Moroto team has met in Mbale.
- During this term there has been an intensive amount of consultative meetings with USAID visitors. Refer to appendix 1 for details. This involved various activities, including site preparation, meetings at the mission, and field visits with teams. In addition, the EPIA collaborates with the USAID Connect Ed activity and the Health Education programmes.

4. FOCUS AREAS FOR NEXT QUARTER

EPIA: Renuka Pillay

January - April 2001

ACTIVITY	PERIOD
1. ESCC Meetings	January March April
2. Teacher Recruitment Follow-Up	January February
3. USAID Follow-Up	Whole Term
4. PTC and district support, January residential, and field monitoring: <div> <div>Moroto Shimoni Bishop Stuart Nakaseke Soroti</div> <div>Bishop Willis Nyondo Kabale-Bukinda Kabulasoke Mukuju</div> </div>	Whole Term
5. ESIP Review	April
6. DHS- Ed Data	February
7. Orientation of new staff	Whole Term
8. Multi-grade teaching	Whole Term
9. Promotion of girls' education	March
10. Management training	March April

APPENDIX 1

EPIA CONSULTATIVE MEETINGS

Second Quarter: September – December 2000

EPIA CONSULTATIVE MEETINGS

Second Quarter: September – December 2000

#	ORGANIZATION	NAME	REMARKS
1.	USAID- Morocco	Christopher Tocca	Field trip to see TDMS activities Meeting on Reform impact in Uganda
2.	Africa Bureau/ADEA	Diane Prouty	Field trip to see TDMS activities Meeting on reform impact in Uganda
3.	Save the Children	Ms. Catherine Kennedy	Nakasongola district – Second intake of PTE students
4.	DHS / Ed Data	Ms. Christy Fair	Seminar on extending the DHS to include educational survey.
5.	Peace Corps	Elizabeth O'Malley	Country Director Return of Peace Corps to Uganda
6.	Peace Corps	Conche Mc Garr	Scouting of sites for Peace Corps volunteers in Uganda
7.	UNESCO	Dr Elaine Carter	Reading and writing issues in lower primary - UPE Support Activities
8.	Learn Link /AED	Stacey Cummings	Connectivity activities in four PTCs
9.	Save the Children USA	Lubega Kajura	PTE-In-service training through Nakaseke
10.	Save the Children USA	Bonita Burungi	Nakasongola district – Second intake of PTE Students
11.	ITEK	Mr Kasimagwa	HT Management Training

CONSULTATIVE MEETINGS

Continued

#	ORGANIZATION	NAME	REMARKS
12.	Peace Corps	Bob Davidson	Kenya Regional Director- Start-Up activities in Uganda
13.	Ground-works	Jeanne Moulton	ESIP REVIEW Field trip to see TDMS activities Meeting on reform impact in Uganda
14.	AED	Karen Tiechen	PGE – Data collection on activities Meeting on reform impact in Uganda
15.	UBOS	Z.E.A. Kaija	Collaborative support on the DHS EdData survey in Uganda.
16.	JICA	Chisato Tanaka	Japanese volunteers in Uganda Field trip to see TDMS activities
17.	Makarere University	Tito Okumu	Preparation for VP visit to Canada Africa Virtual University
18.	USAID / LAC-EHR	David P. Evans	USAID-Uganda- Strategic Planning
19.	USAID	Barbara	USAID-Uganda- Strategic Planning
20.	USAID	Liz R. Kiingi	Meeting on R4
21.	Learn Link	Martin & Godfrey	Connect Ed activities, in Bushenyi, Mukuju, Gulu and Shimoni PTCs
22.	AED	Bill Kromer	TDMS Review & Strategies for future

APPENDIX 2

SEMINARS AND NATIONAL WORKSHOPS EPIA Participation as Facilitator & TA September – December 2000

SEMINARS AND NATIONAL WORKSHOPS
EPIA Participation as Facilitator & TA
September – December 2000

#	ACTIVITY	FOCUS
1.	Massive Teacher Recruitment launch	International Conference Center All National Stakeholders attended EPI Advisor serves on the National Task Force
2.	Education Policy Workshop	Districts to declare their vacancies & level of recruitment of teachers Cabinet decisions on Teacher deployment and incentives clarified EPI Advisor involved in the field monitoring
3.	TDMS Evaluation Seminar	Refining and prioritization of activities in document. Review by stakeholders EPI Advisor reviewed documents and participated in the seminar, and will be actively involved in the implementation of the recommendations of the consultants.
4.	ESIP Review	October 2000 – focus of the ESIP Review was on TDMS. The EPI Advisor participated in all sessions and reviewed and prepared documentation before the review and after it. In addition the EPI Advisor collaborated with the USAID consultants who were present.
5.	ESCC Meetings -	EPIA assigned by the DE/MOES to work on the instructional materials task force
6.	ITEK Residentials	Co-ordination ITEK on the training offered to the tutors, the residential training and the national TOFs
7.	National Inspectorate	Workshop with all administrators of PTC & NTCs on the findings of the Massive National inspection exercise. EPI Advisor participated and assisted in the development of action plans to address some of the prioritized concerns on teacher performance